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ABSTRACT

This initial systematic management design for Teacher Corps, Cycle V, at the University of Southern California's School of Education covers the entire two years of the program. The document contains objectives stated in measurable terms, graphic representations of activities (flow charts and time sequence charts), key decision points to attain the objectives, and a scheduling of who is responsible for each activity. Among the major objectives for the program are the following: (a) to train interns in depth to understand delinquent youth in the educational process; (b) to acquire accreditation for each intern; (c) to award a master's degree to each intern; (d) to establish learning centers as competency based, experimental modules in the schools; (e) to create community related adjunct groups; (f) to develop new relationships between correctional schools and inner-city schools; and (g) to field-train cooperating teachers to work more effectively with delinquent youth. A list of regularized procedures concludes the model. It is stated that the design is constant in its evaluation and revision and is the first phase of refinement and redevelopment at present.
(Author/JA)

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The following represents an initial systematic management design for Teacher Corps, Cycle V, University of Southern California, School of Education. It covers the entire two years of the program and contains objectives stated in measurable terms, graphic representation of activities (flow charts and time sequence charts), key decision points to attain the objectives, and a scheduling of who is responsible for each activity. A list of regularized procedures concludes the model. The design is constant in its evaluation and revisement and is in the first phase of refinement and redevelopment at present.

Annette M. Gromfin, Director
Teacher Corps-Urban
University of Southern California

Nov. 1971

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A flow chart of events that encompasses the activities of objectives 1, 4, 7, 12, 13.

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GENERAL OBJECTIVES

1. To train interns in depth to understand delinquent youth in the educational process.
2. To acquire accreditation for each intern.
3. To award a Master's degree to each intern.
4. To establish learning centers as competency based, experimental modules in the schools.
5. To create community related adjunct groups.
6. To develop new relationships between correctional schools and inner-city schools.
7. To field train cooperating teachers to work more effectively with delinquent youth.
8. To develop adjunct teams within the schools.
9. To develop coordinated planning of broad administrative teams.
10. To train experienced teachers to effectively assume team leader roles.
11. To facilitate corpsmen team development.
12. To develop competency based experimental modules in the university.
13. To develop an inter-disciplinary teacher training program for teachers of delinquent or delinquent-prone youth in correctional schools and high-delinquent public schools.

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OBJECTIVES AND MEASURABLE/OBSERVABLE GOALS

	Functional Unit	Responsible Person(s)
Course work	1. a. Course: Causation of Delinquenty	Instructor
	b. Course: "Curriculum Planning for Troubled Youth"	Instructor
	c. EDSP 508: School as a Social System: "Environment for Alienation"	Instructor
	d. Field experience	Corpsmen team
	e. Community study	Corpsmen team
	f. Resource file	Corpsmen team
	g. Course: Delinquency and Family Relations	Instructor
	h. Teaching with High Delinquent Youth Central Juvenile Hall Ralph Bunche Jr. High El Monte: Wilkerson Centennial High School Willowbrook Jr. High	Interns
	i. Drug abuse in Public Schools	Corpsmen team
	j. Counseling delinquent youth	Instructor/Corpsmen team
	k. Counseling families with troubled youth	Instructor/Corpsmen team
	2. a. Evaluate for credential	Cooperating-in-district staff Teacher Ed.,USC
	b. Application for credential	Intern
	c. Execute application forms-submit	Intern
	d. Awarding of credential	USC School of Ed. State Dept. of Ed.,Sacramento and U.S.C. Interns
	3. a. Admission to Graduate School	USC Interns
	b. Evaluation for Master's	Teacher Ed.,USC
	c. Awarding of Master's degree	USC
	4. a. 557 Curriculum Lab	Instructor
	b. Visitation and observation of existing learning centers	Intern team(s)
	c. Developing an initial design	Curriculum committee
	d. Establishing first learning center	Intern team(s)
	5. a. Information meetings with probation staff	Staff, USC
	b. Plan the design	Interns/Staff/Comm.
	c. Community study of agencies	Intern team(s)

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Functional Unit	Responsible Person(s)
5. d. Visitations	Intern team
e. First group meetings	Interns/Community Reps.
6. a. Development of Administrative team concept	Teacher Corps Staff USC, In-District Staff & Community
b. Mini-REAL designed	Teacher Corps Staff USC
c. Conduct Mini-REAL	Teacher Corps Staff USC
d. Research present administration procedures between public and correctional schools	Teacher Corps Staff USC and in-district staff
e. Plan liaison between public/correctional schools	Teacher Corps Staff & In-District Administration & Community representatives and In-District Staff and Community
f. Establihsing new procedures	Teacher Corps Staff USC
7. a. Informing Cooperating teachers about Teacher Corps	Teacher Corps Staff USC
b. USC Class participation/Special Seminars tuition-free	Cooperating teachers & Teacher Corps teams & Instructor
c. Course: Teacher Corps and the Supervising training role	Cooperating teachers 7 Instructor
d. Special in-district seminars & workshops	Teacher Corps teams & Workshops
e. Special committee to evolve new Master's for experienced teacher using Teacher Corps design	Cooperating Teachers & Teacher Corps Staff USC & School of ED. USC
8. Development adjunct teams within schools	
a. Meetings with special school personnel working with troubled youth	Corpsmen team(s) and In-district Staff
b. Working with special personnel-counselor-nurse, etc.	Corpsmen team(s) and in-school personnel
c. Form planning group	Corpsmen team(s) and in-school personnel
d. Develop procedures for adjunct teams	Corpsmen team(s) and in-school personnel
e. Formalize human services in school adjunct team committees	Corpsmen team(s) and in-school personnel
9. Develop coordinate planning of broad inter-project administrative teams	

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Functional Unit	Responsible Person(s)
9. Continued....	
a. Mini-REAL - Admin. training program goals of Teacher Corps	Teacher Corps Staff USC and in-school staff
b. Mini-REAL - Admin. training effort - Administrative roles	Teacher Corps Staff USC and in-school staff
c. Periodic administrative team meetings for new administrative procedures	Teacher Corps Staff USC In-school staff
10. Training experienced teachers for affectively assume team leader roles	
a. Participate in Mini-REAL - All meetings	Team Leaders/in-district staff
b. Begin team leader training track-semi-monthly special meetings	Team Leaders/Teacher Corps staff
c. Participate as co-team instructors in courses	Team Leaders/instructors
d. Begin competency-based team goals	Team Leaders & intern teams
e. Plan and participate in special Supervision Course	Team Leaders & Instructor
f. Plan in-service training workshop with District Curriculum Specialist	Team Leaders and district Coord. Personnel
g. Participate in in-service training workshops	Team Leaders and in-district Personnel
11. a. Participate in team development workshops	Team Leaders USC and Teacher Corps staff
b. Develop criteria for team selection	Corpsmen teams
c. Begin team projects - preservice inservice	Corpsmen teams
d. Develop team plans	Corpsmen teams
e. Develop team feedback procedures	Corpsmen teams
12. Development of competency-based module in University. (Curriculum re: Learning Centers)	
a. Begin curriculum development	Teacher Corps staff USC & Corpsmen teams
b. Reviewed competency-based concepts	Teacher Corps Staff USC & Corpsmen teams
c. Developed elements of competency-based in curriculum course	Teacher Corps Staff USC & Corpsmen teams
d. Evaluate first effort	Teacher Corps Staff USC & Corpsmen teams

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Functional Unit	Responsible Person(s)
12. e. Develop curriculum - competency-based committee	Teacher Corps Staff USC & Corpsmen teams
f. Initiate design for in-service competency-based learning centers	Teacher Corps Staff USC & Corpsmen teams
g. Begin refining competency-based design	Teacher Corps Staff USC & Corpsmen teams
h. Implementation of relevant innovative designs in the process	Teacher Corps Staff USC & Corpsmen teams
i. Periodic revision	Teacher Corps Staff USC & Corpsmen teams
j. Periodic evaluation - Final Evaluation	Teacher Corps Staff USC & Corpsmen teams
k. Feedback to Teacher Education of process and findings	Teacher Corps Staff USC & Corpsmen teams
l. Presentation to curriculum committee	Teacher Corps Staff USC & Corpsmen teams
13. a. Form inter-disciplinary curriculum planning Comittee meeting	Teacher Corps Teams & Staff, USC
b. Review of inter-disciplinary meeting	Teacher Corps, USC Curriculum Committee
c. Planning and Design of inter-related concepts	Teacher Corps, USC Curriculum Committee
d. Initiate inter-disciplinary design	Instructors & Committee
e. Evaluation of inter-disciplinary design	Instructors & Committee
f. Revision of inter-disciplinary design	Instructors & Committee
g. Repetition of process: Refinement	Instructors & Committee
h. Presentation to Teacher Education, USC	Teacher Corps Staff & Committee

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OBJECTIVES AS RELATED TO PROGRAM UNITS

	Mini-Real	Pre-Service	In-Service Semester I	In-Service Semester II	Interim Summer	In-Service Semester III	In-Service Semester IV
	1.	2.	3.	4.	5.	6.	7.
Objective							
1.		initiate	refine.....				institute
2.						initiate	institute
3.		initiate				refine	institute
4.		initiate	refine.....				institute
5.		initiate	refine.....		institute		
6.	initiate	refine.....					institute
7.				initiate		refine	institute
8.			initiate	refine		institute	
9.	initiate	refine.....				.....	institute
10.	initiate	refine.....					institute
11.		initiate	institute	refine.....			
12.			initiate	refine.....			institute

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IV. Regularized procedures for problem solving the basic management and problem-solving in the program is based upon a participative management design. This design defines basic decision-making responsibilities at the same time involves active involvement of all levels of the program in feed-back and problem-solving committees. The previous flow charts show the process of involvement of this committee structure. It is an on-going process which allows for the constant emergence of problems or discrepancies in the program and allows immediate problem-solving to begin as the problem is identified. It involves constant and consistant participation by all members of the project. The following are the committee structures in the program with major areas of responsibility.

A short series of training meetings are built into each semester. All levels of the project attend the meetings and their purpose is to enhance communication.

Through problem-solving techniques, also, it is an effort to develop a comprehensive team process which diminishes status problems and emphasizes flexibility to involve many facets of the program in problem resolution.

ADMINISTRATIVE TEAMS - Regular monthly meetings primarily involving administrators who are responsible for the functioning of the program. Revolves among school districts.

Involves:

1. University Teacher Education & Teacher Corps - Staff
2. School District Administrators-Team Leaders
3. Periodic involvement of others

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ADMINISTRATIVE TEAM DEVELOPMENT FLOW CHART

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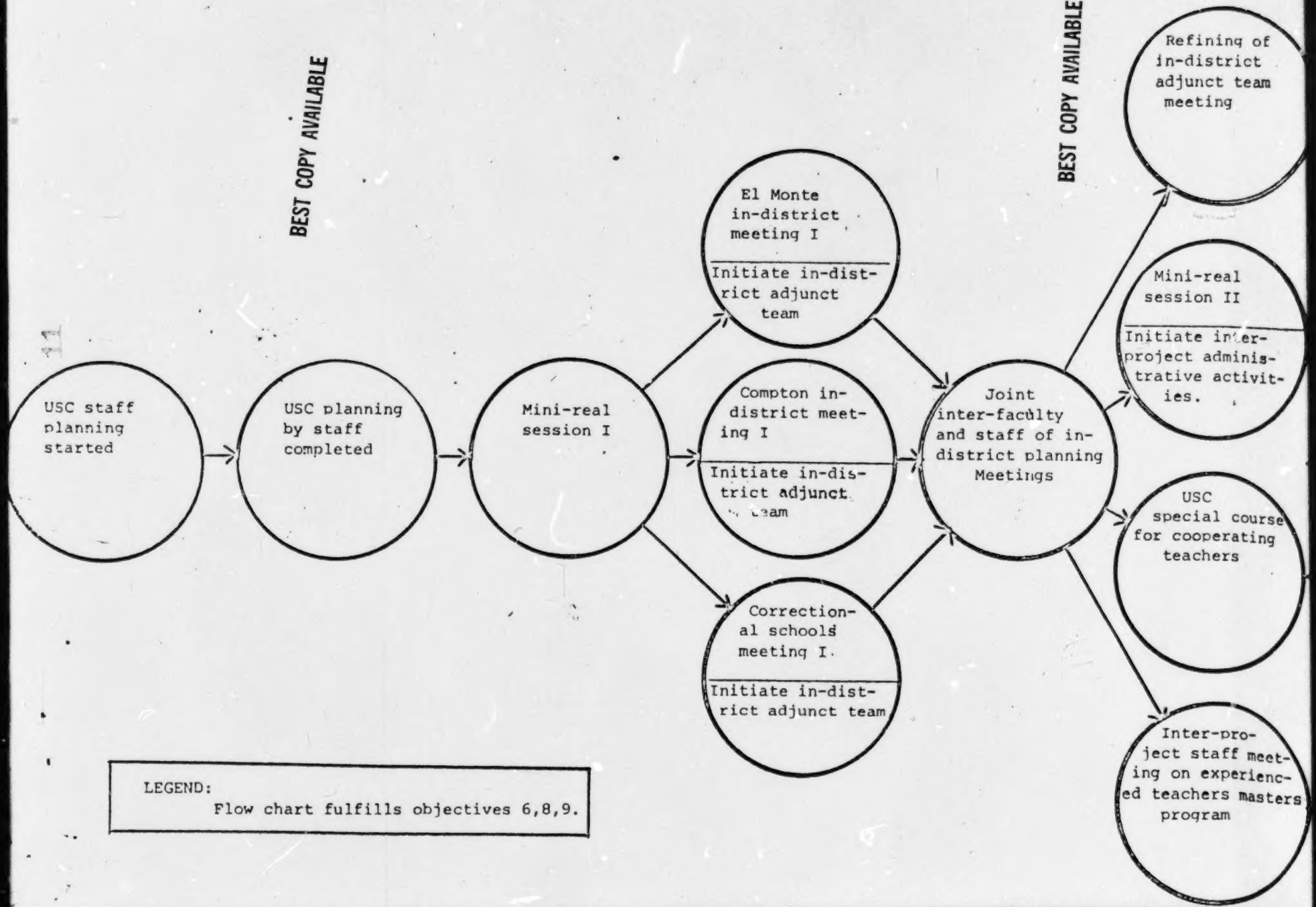
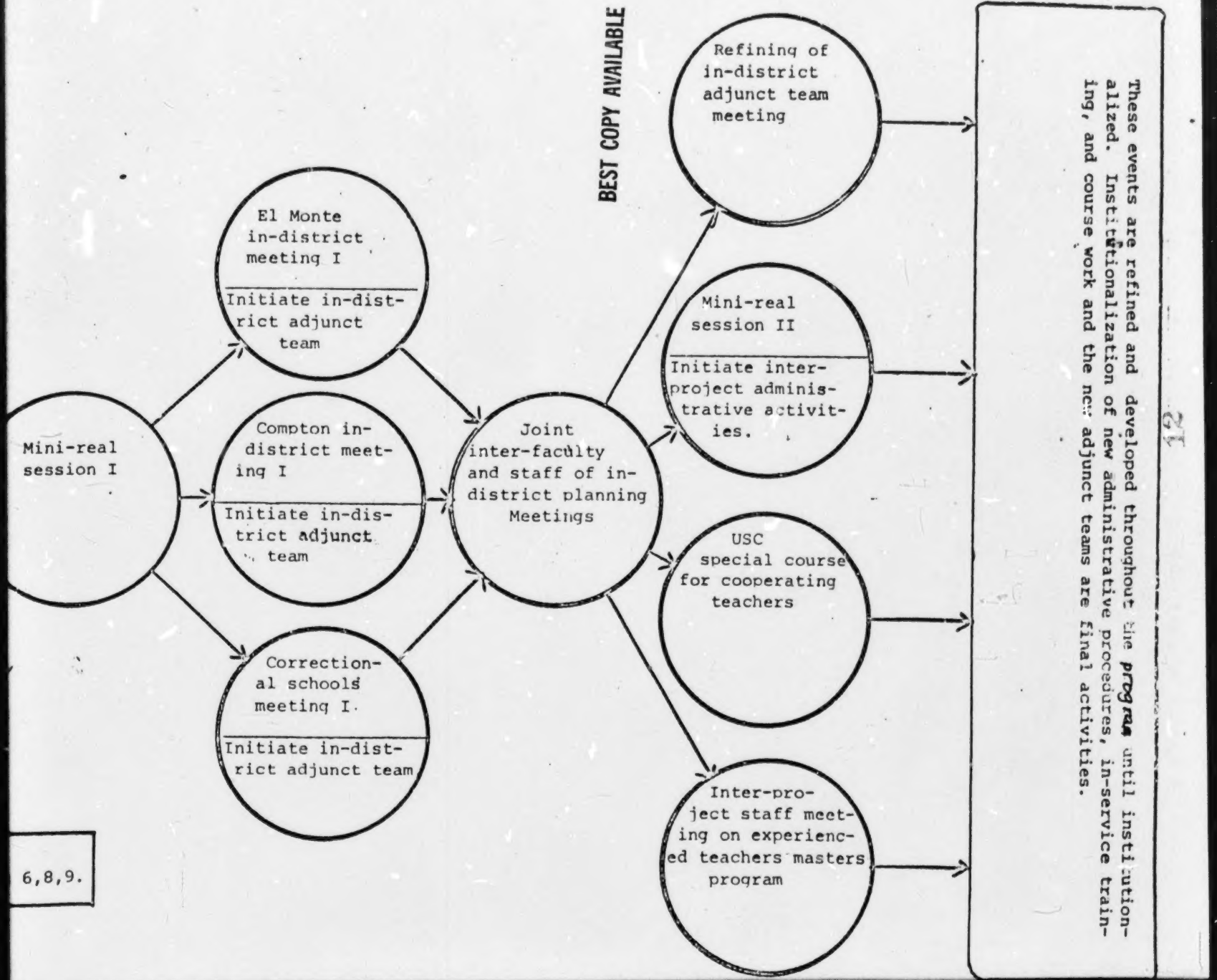

USC staff planning started
USC planning by staff completed
Mini-real session I
El Monte in-district meeting I
Initiate in-district adjunct team
Compton in-district meeting I
Initiate in-district adjunct team
Correctional schools meeting I.
Initiate in-district adjunct team
Joint inter-faculty and staff of in-district planning Meetings
Refining of in-district adjunct team meeting
Mini-real session II
Initiate inter-project administrative activities.
USC special course for cooperating teachers
Inter-project staff meeting on experienced teachers masters program

LEGEND:
Flow chart fulfills objectives 6,8,9.

ADMINISTRATIVE TEAM DEVELOPMENT FLOW CHART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USC special course for cooperating teachers
Inter-project staff meeting on experienced teachers masters program
These events are refined and developed throughout the program until institutionalized. Institutionalization of new administrative procedures, in-service training, and course work and the new adjunct teams are final activities.

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6,8,9.

MINI R-E-A-L

Project R-E-A-L (Resources for Education and Adult Leadership) was a training program conduct
University of Southern California Teacher Corps at the request of the National Teacher Corps Offic
Bureau of Research, Office of Education, Washington, D. C.

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CORPSMEN TEAM DEVELOPMENT FLOW CHART

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LEGEND:
Flow chart fulfills Objectives 3,5,10,11

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CORPSMEN TEAM DEVELOPMENT FLOW CHART

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These six events are refined and developed throughout the program until idstitutionalized. Community adjunct teams, learning centers, and related school/community projects are final events.

LEGEND FOR PERT OF GENERAL OBJECTIVES KEY EVENTS

Start date: Represents the initiation of the activity to achieve the objective.

Estimated Date of Institutionalization: Three numbers on the activity line indicate most optimistic (o) pessimistic (p) number of weeks required to refine that objecti

Institutionalization date: Indicates when the activity will be self-sustaining without special Teacher within the program or external to the program.

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FOR PERT OF GENERAL OBJECTIVES KEY EVENTS

he activity to achieve the objective.

ree numbers on the activity line indicate most optimistic (o)- estimated (e) - most
ssimistic (p) number of weeks required to refine that objective.

the activity will be self-sustaining without special Teacher Corps support either
ram or external to the program.

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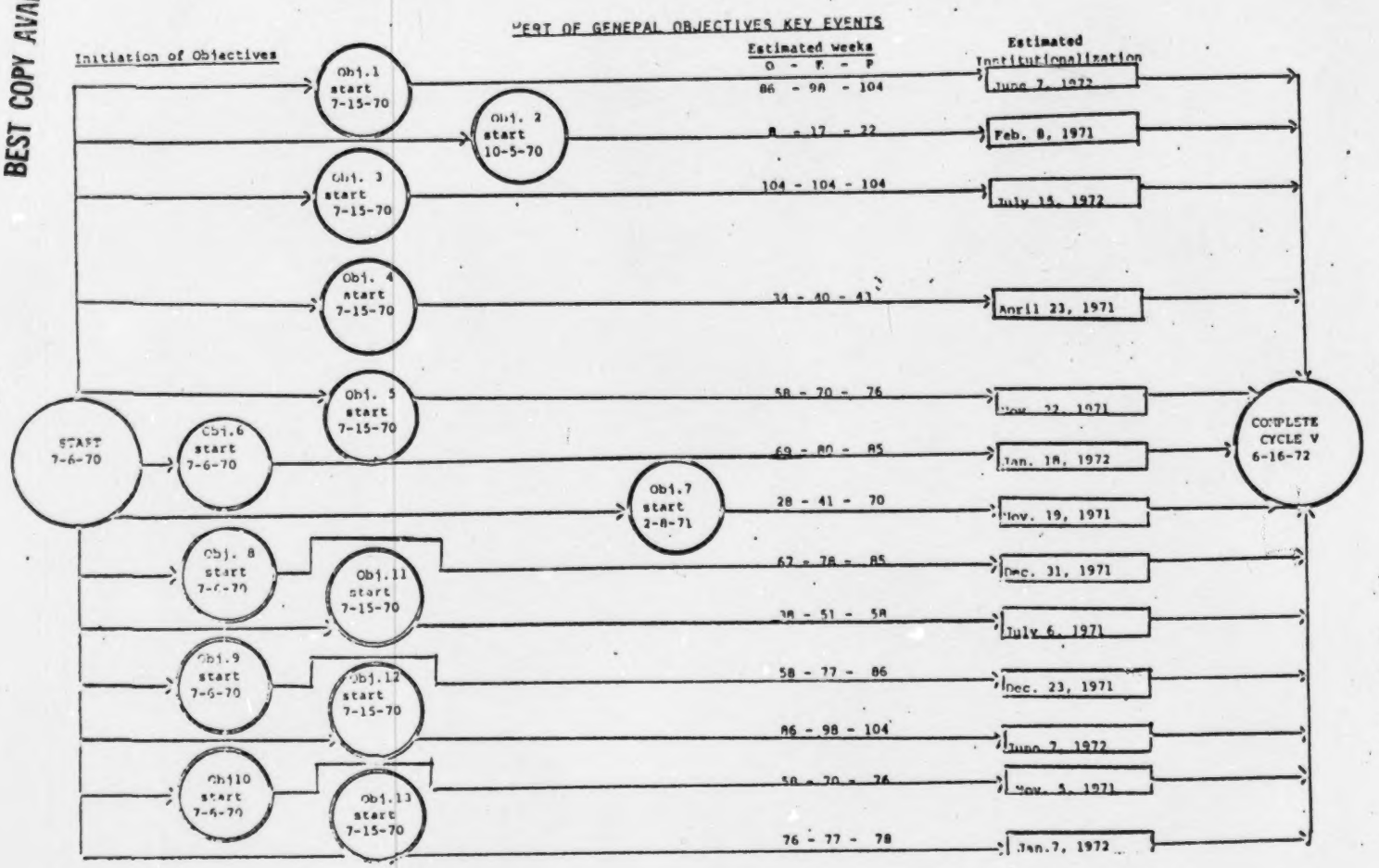

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GENERAL OBJE

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2. To acquire accreditation for
3. To award a Master's degree t
4. To establish learning contur mental modulus in the school
5. To create community related
6. To develop new relationships and inner-city schools.
7. To field train cooperating t ively with delinquent youth.
8. To develop sojunct teams wit
9. To develop coordinated plann teams.
10. To train experienced teacher leader roles.
11. To facilitate corpsman team
12. To develop competency based university.
13. To develop an inter-disciplí for teachers of delinquent c corrucional schools and nig

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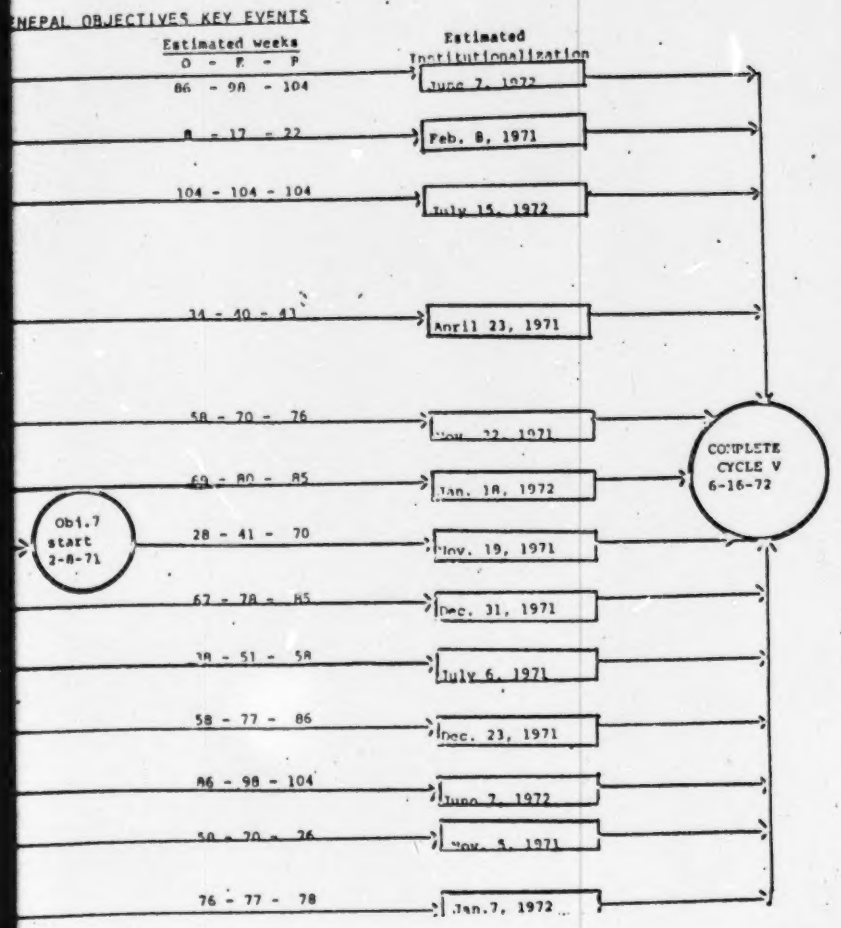

GENERAL OBJECTIVES

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CURRICULUM PLANNING AND DESIGN MODULE FLOW CHART

Flow chart satisfies objectives 1,2,3,12,13.

LESSON

Start multi-disciplinary integrated curriculum component including:
1. Causation of delinquency.
2. Learning and delinquency.
3. School as a social system.
4. Teaming concepts.

Inter-faculty planning committee meeting.

Curriculum evaluation committee meeting.

Multi-disciplinary curriculum component evaluation.

Complete first module.

Faculty, interns & team leaders inter-disciplinary design meeting.

Competency based planning & design meeting.

USC competency based experimental module.

Community orientation to competency based education meeting.

Consistency based instruction planning committee meeting.

Start 2nd multi-disciplinary integrated curriculum component including:
1. Counseling procedure and families with troubled youth.
2. Cultural differences and dysfunctioning.
3. Developmental learning strategies and techniques.

USC competency based experimental module.

Developing in-school competency based experimental learning center.

Initiate in-school competency based curriculum component.

CURRICULUM PLANNING AND DESIGN MODULE FLOW CHART

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CHART

SUPERVISORY PLANNING AND DESIGN MODEL FOR CHART-page 2.

Faculty, interns & team leaders inter-disciplinary design meeting.
Compet-ency based planning & design meet-ing.
Community orientation to competency based educa-tion meet-ing.
USC competency based experi-mental modules
Competency based instruction plan-ning committee meeting.
Start 2nd multi-disciplin-inary integrated curriculum compon-ent including: 1. Counseling pro-ups and families with troubled youth. 2. Cultural differences and delinquency. 3)Developmental learning strat-egies and en-vironments.
USC competency based experimental module.
Developing in-school competen-cy based experi-mental learning center.
Initiate in-school competency based curri-culum com-ponent.
Joint evalua-tion of curricu-lum by competency based and inter-faculty committee

These events are reflected at three levels: the personal (individual), the interpersonal (teacher-student) and the organizational (teacher-school). Institutionalization of the learning center model depends upon the achievement of competency based curriculum by teacher orientation to competency based education meeting, as well as the intended inter-disciplinary curriculum modules for use in teacher education and in-service training are final events.

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